

Blindfold Surprise!

Objectives

Students will be able to:

- ➔ experience a heightened awareness of and curiosity about objects by blocking sight,
- ➔ increase sensitivity of hearing, smell, and touch,
- ➔ increase verbal communication skills, and
- ➔ discuss the concept of reusing and recycling.

Method

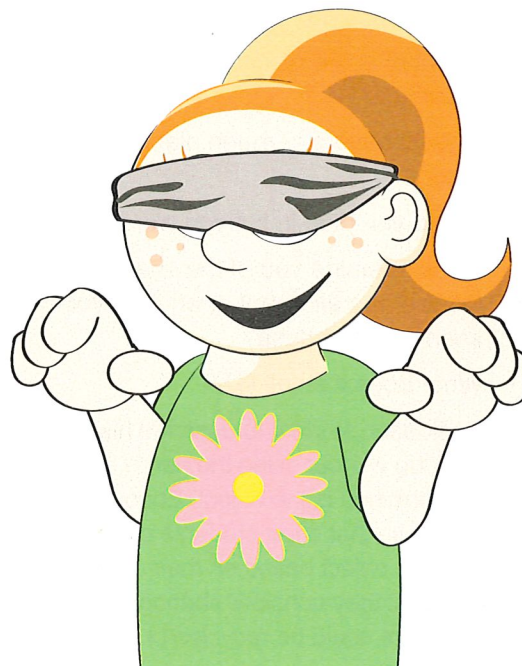
Students will touch and describe various objects that help them better understand the concept of reusing and recycling.

Materials

- One blindfold for each student (scarves, scrap cloth, etc.)
- One object per student.
May include but not limited to:
 - aluminum beverage can
 - polystyrene egg carton
 - plastic beverage bottle
 - piece of lumber 2"x4"
 - apple
 - steel can (soup)
 - cereal box
 - plastic food box
 - glass jar
 - reusable cup
 - HDPE milk jug
 - plastic bag
 - paper egg carton
 - reusable cloth bag
- Signs to designate three areas in room: Recyclable, Reusable, Discard

Time

30 minutes



Vocabulary

- recyclable
- reusable
- discard

Background

The five senses of touch, sight, smell, taste and sound can assist students in identifying, comparing and classifying items that may be recyclable or reusable.

Procedure

1. Have students gather around and form a sitting down circle in an open area of the room. Pass out a blindfold to each student. Allow students to put them on and help others if needed. If a student has issues with using a blindfold, allow them to close their eyes and remind them to keep them closed.
2. Once everyone has on their blindfold, go around and place one object in front of each student. Explain to students that they need to make sure they cannot see at all and to not touch anything until told to do so.
3. Tell the students that their job is to get to know their object without using their eyes. They

should get to know it well enough to pick it out of a pile of similar objects.

4. Ask a series of questions to help each student get to know the objects. Students should answer to themselves. There are many possible questions, such as:
 - How big is the object compared to your hand?,
 - Does it have any rough places or is it smooth?
 - Could you hide in it if you were a spider?
 - Does it remind you of the shape of some letter of the alphabet or an item you have seen in your house?
 - What does it smell like?
5. Next, ask each student to describe his/her object to the group without using the name that they have determined is the object. Encourage detailed responses so that other students could guess the name of the object based on their description. Suggest that they consider sharing whether they think the item could be recycled or reused.
6. After everyone has shared, ask students to take one last feel of the objects and place the object in front of them. Pick up the objects and put them in the middle of the circle with any extra items. Once this is done, direct students to take off their blindfolds.
7. While sitting still, ask students to try to spot their object with just their eyes. When they are sure they have found their item, allow them to pick it up and hold onto it. If some students have difficulty spotting their object, suggest closing their eyes again and feeling for it.
8. Designate three different areas of the room for students to begin placing their item in the appropriate area. The three areas will be Recyclable, Reusable, and Discard. Areas may be labeled in advance to starting activity. Ask each student to explain to which area they are taking their object and why. More than one answer may be correct so encourage other students to offer suggests and prompt answer when necessary e.g. the paper egg carton could be recyclable in their community but they may also consider it reusable to store toys.
9. Once all items have been added to an area, have students find their seat.

Assessment

- Have students write about the following prompt:
What made you decide to place your item in the area that you did? Why do you think it belongs in the Recyclable, Reusable, or Discard area? Students who comprehend the objectives of the lesson will have a clear understanding of recyclable objects, reusable objects and objects that may be discarded.

Technology Connections

- Have students produce a written journal entry or drawing from software to post as reminders of recyclable and reusable objects.

Enrichment

- **“Reduce, Reuse, Recycle”**

(To the tune, “The More We Get Together”)

Reduce, Reuse, Recycle, Recycle, Recycle

Reduce, Reuse, Recycle, “It’s easy to do!”

*For YOUR world is MY world,
and MY world is YOUR world.*

Reduce, Reuse, Recycle, It’s easy to do!

Adapted from: Waste Commission of Scott County, IA